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## **IARLD UPDATES**

A Newsletter of the INTERNATIONAL ACADEMY FOR RESEARCH IN LEARNING DISABILITIES  
Spring Issue Vol. 17 (1) 2016

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### **A MESSAGE FROM THE PRESIDENT**

*Christa van Kraayenoord*



Dear colleagues

Postgraduate students and researchers spend a considerable amount of their time at the start of their research programmes thinking about the questions that they wish to ask. These research questions will shape what they will study for the next year or even several years, so the questions are very important.

Recently members of the Academy were sent an email and were asked to identify five research questions that you believe should

be a priority in our field. Led by Evelyn Johnson and her team of members from the IARLD community, and with the help of Research Assistant, Brady Webb, each of us was asked to propose research questions as part of the *Setting Global Research Priorities for Learning Disabilities Project*. These are the questions that you consider are of consequence in the field and that require further exploration. Perhaps the questions fill a gap? Perhaps they will lead to greater understanding of a particular domain? Perhaps they will identify areas where improvement is required? I hope that you

responded enthusiastically with your questions.

Soon Academy members will be sent a second email, and other emails, as part of the *Setting Global Research Priorities Project* asking you to make decisions and identify priorities from among the collected and organized questions. Even if you did not suggest questions in the first round I do hope that you will make an effort to respond to the emails asking you to make some choices amongst the questions in the subsequent rounds of data collection. The higher the number of responses the more meaningful and potentially useful the results!!!

If the Academy is truly to be an organization dedicated to pursuing and sharing research about learning disabilities, then surely at the heart of our deliberations should be discussions about what we value, what counts as worthy of being investigated, and what should be researched. This Project is about meeting this goal and the first attempt by the IARLD community to set out a possible research agenda.

One of the central means by which we share our research is through our annual conference. This year, as you know, the conference will be held from June 28-30 in Austin, Texas. The conference is also the 40<sup>th</sup> IARLD conference and so it is a very special occasion that will be marked. In the past months we have also voted on our updated Constitution and By-Laws and thus our 40<sup>th</sup> Anniversary is something to celebrate!!!

The conference has not been held in the United States for some time so we are expecting very good numbers!!! Our IARLD Conference Co-chairs, Diane Pedrotty Bryant, Brian R. Bryant, Judy K. Voress, and Stephanie Al Otaiba have created a diverse and interesting programme with some new touches. Our hosts are encouraging those members who work in universities to bring their graduate students with them, so these potential Student Members can share with each other, connect with long time IARLD members, and learn about the Academy.

The Executive will meet together on the 28<sup>th</sup> of June. If you have particular matters which you wish to place on the Executive Board's Agenda please send them to me at [IARLDOffice@uq.edu.au](mailto:IARLDOffice@uq.edu.au). The Executive is keen to get input from members, so please contact me.

The Conference will begin on the 29<sup>th</sup> at the Thompson Conference Center on the Campus of The University of Texas at Austin. I look forward to meeting you there. I know we will have a very warm Texas welcome!!!

Linda Siegel has had to step down as President-Elect of IARLD. Linda was in the middle of her term as President-Elect and would have begun her 4-year term as IARLD President in January 2017. Linda is a Professor Emeritus in the Faculty of Education - Educational and Counseling Psychology and Special Education at the University of British Columbia (UBC) in Vancouver. She chaired our very successful

39<sup>th</sup> IARLD conference at UBC in 2015. She has provided strong leadership to the IARLD over many years and more recently in her role as President-Elect. She has been an energetic and contributing member of the Executive Board. The Executive Board would like to thank Linda very much for her many contributions to the Academy (e.g., as Chair of the Members and Associate Members Committee) and for her wise counsel. On a personal note, I would like to thank Linda for responding to my many requests for her views, opinions and ideas and commenting on matters raised by the Executive Board and members of the Academy. I know she will have a strong continuing interest in the Academy.

At the time of writing this President's Report the Executive Board has set up a separate Committee for electing a new Vice-President/President. The Nominations' Committee comprises Professor Linda Siegel, Associate Professor Delinda van Garderen and myself. Members of the Executive Board were asked to suggest names which were followed up. A call for Expressions of Interest was made to the whole membership via email. In that call

potential nominees were asked to send in a "bio", a photo and an expression of interest statement. Voting electronically is currently underway. When the period for voting is closed the results will be revealed to the Committee and discussed. An announcement of the outcome to the membership of the Academy will follow. The Executive Board looks forward to announcing the new President-Elect and to meeting them at the Executive Board meeting and the conference in Austin.

Finally, I sent the following message of solidarity to colleagues in Belgium.

*I write to express the IARLD community's solidarity with Belgium and all our colleagues there. We are thinking of you and your nation. Please pass on our wishes. Kind regards Christa van Kraayenoord, President, IARLD*

We have a number of very active IARLD members in Belgium and I thought it was important to reach out to them at this time.

Many good wishes to you all,  
Christa van Kraayenoord

*April 2016*

## COMMITTEE REPORTS

### **Fellows Report:** *Esther Geva, Chair*

The Fellows' Committee is comprised of Esther Geva (Chairperson), University of Toronto, Canada; Lee Swanson, University of California, at Riverside, USA; and Che

Kan Leong, University of Saskatchewan, Canada.

No updates since our last report in October/November 2015.

### **Members and Associate Members Report:** *Anna (Any) Evmenova, Chair*

The Members and Associate Members' Committee is comprised of Anya Evmenova

(Chair), George Mason University; Cesare Cornoldi, University of Padua, Italy; Kevin Chung, the Hong Kong Institute of Education, and Lidija Magajna, University of Ljubljana, Slovenia.

The committee has accepted four new members since October of 2015: Michael Dunn, Washington State University Vancouver, USA (nominated by Virginia Berninger); Mary Ann Evans, University of Guelph, Canada (nominated by Esther Geva); Erica Lempke, University of Missouri, USA (nominated by Delinda van Garderen); and Cathy Thomas, University of Missouri, USA (nominated by Delinda van Garderen).

### **Student Member Report:** *Henry Reiff, Chair*

The Student Members' Committee is comprised of Henry Reiff (Chairperson), McDaniel College, USA, Nicole Ofiesh, Schwab Learning Center, Stanford University, USA, and Radhika Misquitta, India.

I continue to have no report as we have had no new nominations or applications. Please encourage your doctoral students to consider IARLD. Feel free to consult with colleagues, including those who are not Members or Fellows of IARLD, to identify potential new Student Members.

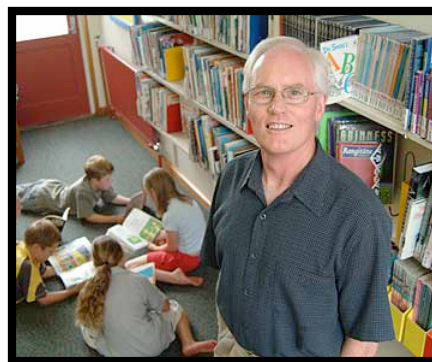
Professor Ian Hay, a Fellow of the IARLD and Emeritus Professor from the University of Tasmania, Australia has agreed to take on the role of Chairperson of the **Marjorie Montague Award for Outstanding Doctoral Research**. We welcome Ian to this role!!

## **NEWS FROM IARLD MEMBERS**

**van den Bos, Kees:** *IARLD* Fellow and Professor Emeritus, University of Groningen, Netherlands, has recently completed a review-and-plea article on the topic of mental imagery. His article, “**Imagery in learning and learning disabilities**”, provides arguments to consider multiple-coding approaches, such as the Dual Coding Theory (DCT), theories of ‘embodied’ or situated cognition, and multimedia theories in learning. Those interested in this research, should email Dr. Kees van den Bos at [k.p.van.den.bos@rug.nl](mailto:k.p.van.den.bos@rug.nl)

*IARLD* Fellows, Professors **Bill Tunmer** and **James Chapman**, are happy to announce their latest publication:

Chapman, J.W., & Tunmer, W.E. (2016). Is Reading Recovery an Effective Intervention for Students with Reading Difficulties? A Critique of the I3 Scale-Up Study. *Reading Psychology*, DOI: 10.1080/02702711.2016.1157538.





**Dunn, Michael:** *IARLD* Fellow, Associate Professor of Special Education & Literacy, Washington State University, Vancouver, has had the following article accepted for publication:

Dunn, M. W., Barrio, B., & Hsiao, Y-J. (2016). Do iPad applications help students with developmental disabilities improve life-readiness skills? *Canadian Journal of Action Research*.

**Hagen, John:** *IARLD* Fellow and Professor Emeritus, Department of Psychology, University of Michigan would like to share the following recent activities:

1. He is beginning a new term on the Committee for Disabilities in Psychology, American Psychological Association. His work would include developing programs concerning Universal Design for Learning as well as new approaches to the design of classroom learning at the college level.
2. He has become a co-chair of the program committee for the National Research Conference on Early Child Development which will be held July 11-13, 2016 in Washington, D.C. This series of conferences formerly was the National Research Conference on Head Start.

**Jitendra, Asha:** *IARLD* Fellow and Educational Psychology Professor at the University of Minnesota, is pleased to announce that she was the recipient of the **2016 Special Education Research SIG's Distinguished Researcher Award**, American Educational Research Association.

*The award recognizes a researcher for his or her significant contribution to special education research. Dr. Jitendra's work in special education focuses on evaluating variables that impact children's ability to succeed in school-related tasks. She has*

*developed mathematics interventions and tested their effectiveness for students with and without mathematics difficulties.*

Congratulations Asha!!!



For more information about the award, see the link below.

<http://news.cehd.umn.edu/educational-psychology-professor-recipient-of-prestigious-special-education-award/>

In addition, below are some of her recent published book chapters and journal articles:

Jitendra, A. K., & Dupuis, D. N. (2016). The role of tier 1 mathematics instruction in elementary and middle schools: Promoting mathematics success. In S. R. Jimerson, M. K. Burns, & A. M. Van Der Heyden (Eds.), *Handbook of response to intervention: The science and practice of multi-tiered systems of support* (2<sup>nd</sup> ed.). New York: Springer Science.

Vig, R., Star, J. R., Dupuis, D. N., Lein, A.E., & Jitendra, A. K. (2015). Exploring the impact of knowledge of multiple strategies on students' learning about proportions. In J. A. Middleton & Cai, J. (Eds.), *Design, results, and implications of large-scale studies in mathematics education* (pp. 61-73). New York, NY: Springer.

Jitendra, A. K., Dupuis, D. N., & Lein, A. E. (2015). Promoting word problem solving performance among children with mathematics difficulties: The role of strategy instruction that primes the problem structure. In S. Chinn (Ed.), *The Routledge International Handbook of Dyscalculia and Mathematical Learning*

*Difficulties* (pp. 357-368). London and New York: Routledge Taylor & Francis.

Jitendra, A. K., Harwell, M. R., Karl, S. R., Dupuis, D. N., Simonson, G., Slater, S. C., & Lein, A. E. (2016). Schema-based instruction: The effects of experienced and novice teacher implementers on seventh-grade students' proportional problem solving. *Learning and Instruction*, 44, 53-64. [doi.org/10.1016/j.learninstruc.2016.03.001](https://doi.org/10.1016/j.learninstruc.2016.03.001)

Jitendra, A. K., Harwell, M. R., Dupuis, D. N., Karl, S. R., Lein, A. E., Simonson, G. & Slater, S. C. (2015). Effects of a research-based mathematics intervention to improve seventh-grade students' proportional problem solving: A cluster randomized trial. *Journal of Educational Psychology*, 107, 1019-1034. doi: 10.1037/edu0000039

Jitendra, A. K., Peterson-Brown, S., Lein, A., Zaslofsky, A., Kunkel, A., Jung, P-G., & Egan, A. (2015). Teaching mathematical word problem solving: The quality of evidence for strategy instruction priming the problem structure. *Journal of Learning Disabilities*, 48(1), 51-72.

**Christa van Kraayenoord:** *IARLD* Fellow and President, School of Education University of Queensland, Brisbane, Australia would like to announce that the Report for *Supporting Schools and Teachers to Improve Students' Reading Achievement in Rural Communities* has been released. Earlier a handbook for teachers was released. It is entitled:

van Kraayenoord, C.E., Galvin, J.L., Miller, Z.L., & Moni, R.W. (2013). *Pedagogical practices for the teaching of reading comprehension strategies: A resource book*. Brisbane, QLD, Australia: The University of Queensland, School of Education.

The Report describes the findings of a study conducted in ten schools (plus five control schools) over four years in rural and mining communities in the Bowen Basin in Queensland, Australia. The Lead Investigator was Christa van Kraayenoord.

Funding for the Project was provided by the Australian Research Council as a Linkage Grant and funds and in-kind contributions also came from the partners, the Central Queensland Region of the Department of Education and Training (DET), and BHP Billiton Mitsubishi Alliance (BMA).

The study provided professional learning to Year 4 to 7 teachers and enhanced their professional knowledge and practices in the teaching of reading comprehension and reading-related motivation and engagement, which led to improvements in the Year 4 to 7 students' reading comprehension achievement. The Project also demonstrated change related to the development of school-community links around reading, the building of school capacity and the promotion of sustainability of whole-school instruction and intervention in reading.

**Lucangeli, Daniela:** *IARLD* Fellow and Professor, Department of Developmental Psychology, Padova, Italy, became the President of Human Potential Network Research (HPNR), a scientific Foundation which conducts research in different disabilities and across all age groups, from early childhood through adulthood. The foundation supports and promotes scientific research that evaluates contexts and aims to resolve problems that arise from personal vulnerability, in order to prevent, diagnose and treat varying pathologies and combat all forms of social exclusion. Congratulations!

Here are some of Daniela's latest publications:

Benavides-Varela, S., Butterworth, B., Burgio, F., Arcara, G., Lucangeli, D., & Semenza, C. (2016). Numerical Activities and Information Learned at Home Link to the Exact Numeracy Skills in 5-6 Years-Old Children. *Frontiers in Psychology*, 7.

Sella, F., Tressoldi, P., Lucangeli, D., & Zorzi, M. (2016). Training numerical skills with the

adaptive videogame “The Number Race”: A randomized controlled trial on preschoolers. *Trends in Neuroscience and Education*, 5(1), 20-29.

Sella, F., Berteletti, I., Lucangeli, D., & Zorzi, M. (2015). Spontaneous non-verbal counting in toddlers. *Developmental Science*.

Sella, F., Berteletti, I., Lucangeli, D., & Zorzi, M. (2015). Varieties of quantity estimation in children. *Developmental Psychology*, 51(6), 758.

*IARLD* Fellows, **Henry Reiff** and **Nicole Ofiesh**, recently published *Teaching for the Lifespan: Successfully Transitioning Students with Learning Differences to Adulthood*, with a forward by *IARLD* Fellow, Tom West, Corwin Press, 2016.

Corwin describes the book as “a practical guide that makes transition planning easier so you can prepare your students with learning differences to successfully navigate adulthood. Backed by the latest research in learning and development, *Teaching for the Lifespan* provides the pedagogical best practices needed to promote your students’ strengths and abilities for life-long success.

**van Garderen, Delinda:** *IARLD* Member and Member of the *IARLD* Executive is pleased to announce that she, in conjunction with the University of Missouri has obtained the following: A leadership grant from the Office of Special Education Programs, US Department of Education to train special education professionals who are interested in pursuing research and teaching careers in higher education. Project PRISM: Preparing Interdisciplinary Leaders in Science and Mathematics Special Education is focused on preparing future scholars in the area of special education and mathematics or science education. Students who are admitted to the program will study for a Doctorate in Special Education with an emphasis in Mathematics or Science. For

more information contact eh project director: Delinda van Garderen [vanguardere@missouri.edu](mailto:vanguardere@missouri.edu) See also the flyer below.

**West, Thomas:** *IARLD* member and the author of *Thinking Like Einstein* and *In the Mind's Eye*.



Thomas G. West recently signed a contract for his third book. The working title is *Seeing What Others Cannot See*. He is trying to understand how different kinds of brains and different ways of thinking can help to solve problems and make discoveries - creating new knowledge - although some may have difficulty learning and holding onto old knowledge. The book will include stories from very smart, creative and interesting people with dyslexia, Asperger syndrome and other different ways of thinking; how they prevent "group think" and provide insights missed by experts and conventional thinkers and what we can learn from the most successful that might be helpful with others. This study is based on a recognition that is becoming increasingly evident: often the best way to deal with learning disabilities of all kinds is to look for talents and abilities and develop those.

## MANUSCRIPT PROPOSAL SUBMISSIONS SOUGHT

### Message From our “IJRLD” Editor

Dear Fellow Members of the Academy,

We have proudly published our fourth issue of the *International Journal for Research in Learning Disabilities*. Thank you to our colleagues who have contributed to the journal by their service on our editorial review board or by submitting their own work. Remember that in addition to receiving a print copy as a benefit of your Academy membership, you may also access past issues electronically on the Academy website.

With two volumes now published on time and representing scholarship from across the continents by both preeminent and emerging scholars, we are fulfilling the Academy's vision for the journal. Our work is not done, however, we continue to be in "under review" status by Thomson Reuters for journal ranking as well as by ERIC and PsychInfo for indexing. These are vexingly slow processes. You can help by citing works published in the journal and by sharing the journal with your colleagues outside of the Academy. You can help us most of all by submitting your own excellent work.

I look forward to meeting with many of you and discussing the journal at our 2016 conference in Austin.

In Fellowship,  
David Scanlon, Editor

## **Postdoctoral Fellowship in Reading Research**

Dr. Jamie Metsala, Jarislowsky Chair in Learning Disabilities at Mount Saint Vincent University, is seeking a Postdoctoral Fellow to take part in a research program on reading acquisition and learning disabilities. The studies will investigate the association between language and reading acquisition in young children, as well as mechanisms underlying the development of reading fluency and fluency impairments. The Postdoctoral Fellow will assist with the research in all phases of implementation and have opportunities to contribute to the design of the research studies and to present and write manuscripts based on the findings.

Applicants should have a solid background in experimental research methods and data analysis. Previous experience conducting studies with children in the area of reading acquisition, language development, speech perception, or reading disabilities would be preferred. Experience setting up psychological experiments with computer programs is an asset. Candidates should be recent graduates of a Ph.D. program in Psychology, Linguistics, or Education. Applicants anticipating degree completion in the near future are also encouraged to apply and should specify the anticipated date of submission for the dissertation. This is a two-year fellowship with a starting annual salary of \$40,000. The position is based in the Faculty of Education at Mount Saint Vincent University in Halifax, Nova Scotia, Canada. Halifax is an exciting city located on the Atlantic Canadian coast with many cultural events and nearby beaches and hiking trails.

The review of applications will start May 15<sup>th</sup> and continue until the position is filled. The planned start date is August or September, 2016. Applicants should send their CV and a statement of research interests to Dr. Jamie Metsala, c/o [LearningDisabilities.Research@msvu.ca](mailto:LearningDisabilities.Research@msvu.ca)

Please send two letters of reference to: [LearningDisabilities.Research@msvu.ca](mailto:LearningDisabilities.Research@msvu.ca)

Mount Saint Vincent University is committed to the principles of employment equity and encourages applications from all qualified candidates including women, Aboriginal persons, visible minorities and persons with disabilities. Candidates who identify as being from one of these groups are encouraged to voluntarily self-identify in their application materials. All qualified candidates are welcome to apply; however, priority will be given to Canadians and permanent residents. Please visit [www.msvu.ca](http://www.msvu.ca).



## INTRODUCING NEW IARLD MEMBERS

It is a pleasure to introduce to our membership to our newest Members, *Drs. Michael Dunn, Mary Ann Evans, Amy Scheurmann, and Cathy Newman Thomas*. Our warmest congratulations!!! In the brief interviews below, we asked them to tell us about themselves.

### ***IARLD Member – Dunn, Michael***

*Affiliation:* Dr. Michael Dunn, Associate Professor of Special Education & Literacy, Washington State University, Vancouver, Canada.



Nominated by Dr. Virginia Berninger, December, 2015

#### *What are your current research interests?*

My current research interests focus on intervention design for writing, such as within a multi-tiered system of supports framework, and the use of technology tools for writing.

*How did you hear about the IARLD? What made you decide to join?*

Dr. Ginger Berninger had mentioned it to me and offered to nominate me.

*Would you tell us something about your professional background and what you are doing now?*

I have taught in Toronto (Ontario) area elementary/middle schools for 11 years. Many of the students that I taught had learning disabilities (reading, writing, and/or math), but some children, to name a few examples, had intellectual disabilities, pervasive developmental disorders (e.g., autism, Asperger's), attention deficit/hyperactivity disorder, and multiple disabilities.

I am a member of a number of professional organizations related to special education and literacy research as well as instructional methods.

I have been the recipient of three awards in recent years. The Organization of Teacher Educators in Reading (OTER, a group within the International Literacy Association) chose my 2011 published manuscript in their *Journal of Reading Education* as the 2011-2012 Outstanding Article Award. The article was about teachers' suggested best practices for writing-skills instruction. To do this project, I had received a 2009-2010 College of Education Faculty Funding Award to observe and interview teachers, including those who focus on struggling writers, in New York City, Washington, DC, as well as the southwest Washington State area. In 2012, the College of Education awarded me the Judy Nichols Mitchell Research Fellow Award, which provided \$10,000 for my research in each academic year across 2012-2015. In 2010, the Department of Teaching and Learning, of which I am a faculty member, awarded me the External Funding Award for the grants that I have received for

research and teaching materials (e.g., test kits and software used in schools).

*What are your personal hobbies or special interests?*

Photography, technology, city walks, current affairs.

### ***IARLD Member – Evans, Mary Ann***

*Affiliation:* Dr. Evans, Professor of Psychology, University of Guelph, Guelph, Ontario, Canada.



Nominated by Dr. Ester Geva, January 2016

*What are your current research interests?*

My current research interests are: social-emotional aspects of learning disabilities in youth, social anxiety, emergent literacy, shared book reading, and communication development.

*How did you hear about the IARLD? What made you decide to join?*

I knew of IARLD through colleagues at other universities. It was always an organization of interest to me but there never seemed to be room to fit it in, given 8

other memberships and my roles as Director of Clinical Training and Department Chair. Now that I have pared these back, I am pleased to become a member of IARLD.

*Would you tell us something about your professional background and what you are doing now?*

I received my PhD at the University of Waterloo and became registered as a psychologist. After a year in private practice in Toronto, I came to the University of Guelph as a member of the Clinical Psychology: Applied Developmental Programme. I have taught graduate and undergraduate courses in assessment, intervention, and learning disabilities, and designed and delivered a unique course on learning disabilities for university students diagnosed as such. My research interests have broadly dealt with written and spoken communication and difficulties that ensue from social anxiety and learning disabilities. This has also entailed developmental research in learning to read, language development, and parent-child communication. Currently I have research projects in the areas of reading, university students with learning disabilities, and emergent literacy to keep me occupied in an anticipated retirement.

*What are your personal hobbies or special interests?*

I grew up in Northern Ontario, in a small gold mining community, where the bush was never far away. As such I am a keen naturalist, hiker and canoeist. I am equally drawn to the city as an avid opera, architecture, and museum lover. (My sign is Gemini...). The books I read are almost always non-fiction. As eminent physicist Richard Feynman noted, "Our imagination is stretched to the utmost, not as in fiction, but just to comprehend those things which



are there." Recent good reads were: "Bound in Venice: The Serene Republic and Dawn of the Book" by Alessandro Marzo Magno; "Copernicus's Secret: How the Scientific Revolution Began" by Jack Repcheck; and "Hundred Days: The End of the Great War" by Nikolas Lloyd.

***IARLD Member – Scheurmann, Amy***

*Affiliation:* Dr. Amy Scheurmann, Associate Professor, Department of Educational Studies: K-12 and Secondary Programs, Minnesota State University, Mankato. Nominated by Dr. Delinda van Garderen, June 2015.

*What are your current research interests?*

My current research interests include: Students with Learning Disabilities and Math Interventions, Teacher Preparation with Avatars and Technology, and Differentiation.

*How did you hear about the IARLD? What made you decide to join?*

I heard about IARLD through my friend and colleague Delinda van Garderen. She had regularly mentioned the engaging conversations and insights that were shared at IARLD and indicated that as the conferences tended to be smaller there was more of an opportunity to share and exchange research ideas. This intrigued me.

*Would you tell us something about your professional background and what you are doing now?*

I started as an elementary teacher who then earned Masters degree in LD. After teaching middle school students for 8 years, I went on to get my doctorate from the University of

Kansas in Lawrence in Special Education, focusing on Math Interventions while working with the Center for Research on Learning. I began teaching special education candidates at the University of Bowling Green, OH, and then moved on to Minnesota State University in Mankato. After teaching for four years in special education there, I transitioned into the Education Studies Department where I am teaching future secondary educators the methods and pedagogy classes and introducing them to the ideas of differentiation and individualized learning.

*What are your personal hobbies or special interests?*

I spend my spare time traveling, taking pictures and taking long walks, reading fun books, and completing home repairs.

***IARLD Member – Thomas, Cathy***

*Affiliation:* Dr. Cathy Newman Thomas, Associate Professor, University of Missouri, Department of Special Education.



Nominated by Dr. Delinda van Garderen, February 2016

*What are your current research interests?*

My research agenda encompasses two specific areas of interest: (1) technology to provide access to the general curriculum for students with and at risk for learning disabilities and other high incidence disabilities, including educational and assistive technologies and accessible instructional materials, and (2) technology in teacher education to support the development of knowledge, beliefs, and skills necessary to provide effective services to students with and at-risk for learning disabilities and other high incidence disabilities.

*How did you hear about the IARLD? What made you decide to join?*

I learned about IARLD through my colleagues Dr. Delinda van Garderen and Dr. Amy Barth who are IARLD members. Once I researched IARLD, I realized that many of the people whose work I respect most in our field are active members. I was interested in joining based on positive reports regarding the quality of the research presented and the intimate conference environment created by the shared focus on current research and issues around learning disabilities.

*Would you tell us something about your professional background and what you are doing now?*

I am a licensed general and special educator in California and New Jersey, and hold New Jersey's version of a diagnostician's license. I taught for 8 years and was a private consultant before beginning my career in higher education. I earned my doctorate in Special Education in 2008 from the University of Texas at Austin. I began as an Assistant Professor at the University of

Missouri in 2009 and received tenure in September of 2015. All of my early training was focused on effective interventions for students with learning disabilities. My doctorate in special education denotes specialization in learning and behavior disorders. During my doctoral program, I developed additional interests in general and special education teacher preparation and education policy.

Recently, I have been conducting research on school-based interventions that (a) apply universal delivery of assistive technology and accessible instructional materials in inclusive classrooms, and (b) integrate technology into instruction to support inference making. In both cases, my agenda is to support middle school students with and at risk for learning disabilities and other struggling readers in the general curriculum. I have also been testing Content Area Podcasts (CAPs) in preservice teacher education, most recently to test their effectiveness on developing background knowledge and lesson planning skills in self-regulated strategy instruction for students with learning disabilities.

*What are your personal hobbies or special interests?*

In my free time, I enjoy walking my dog, Piper, atripawd, and I am a recent Pilates devotee. I love to cook, quilt, garden, and read fiction. I have two amazing adult sons, a fabulous daughter-in-law, and a 6 month old grandson.

## 40<sup>th</sup> Annual IARLD conference in Austin, June 28-30, 2016



The conference program is set (if you have not received word of acceptance, contact Dr. Diane Pedrotty Bryant at [dpbryant@austin.utexas.edu](mailto:dpbryant@austin.utexas.edu)), Austin is waiting for your arrival, and a number of special functions are being organized. Check the IARLD web site for Registration Information. The conference will be held at the Thompson Center on The University of Texas campus. Numerous hotels are available and will be posted on the website. Because our conference expenses are very reasonable this year, we are reducing the conference registration fee so people can save their money for taxi fares to and from the airport and to and from the Thompson Center. For those driving or renting autos, there is free parking on a first come first serve basis at the Thompson Center.

The conference schedule, which will include continental breakfasts, breaks, and box lunches, will be posted online.

We are pleased that Dr. David Chard, a leading researcher and educator in learning disabilities, has agreed to serve as the William Cruickshank Memorial Lecturer. David is a dynamic speaker and has contributed much to our discipline, so we look forward to his sharing his expertise.

***Tours of Austin:*** Because there is so much to see and do in Austin, we have elected to have visitors select their own tours. Check out the website for a listing of sightseeing tour options: <http://www.viator.com/Austin/d5021/top-attractions>

***IARLD Banquet:*** The Conference Committee is finalizing plans for a wonderful get together at Threadgill's, a popular local restaurant with a unique Austin flair. The menu will be posted on the IARLD website, and we ask participants to complete their menu choices and return them to us. If you have dietary restrictions, contact Threadgill's General Manager, Danny Jones, before registering for the banquet ([south@threadgills.com](mailto:south@threadgills.com)).

***IARLD Doctoral Mentoring and Networking Event:*** June 28 from 3:00 to 5:00; June 30 lunch. There is NO extra charge for this event! Lunch is built into the registration fee.

The purpose of this event, held in conjunction with the Annual IARLD Conference, is to encourage doctoral students and candidates interested in learning disabilities to network (nationally and

internationally). We encourage many students to come, to meet junior and senior faculty in the field of learning disabilities, and to co-present their work as part of the conference.

We will have a brief welcome on the 28th, a talk from an early career faculty member, and then students may choose to join round tables to receive mentoring that is of interest to them. We are proposing the following tables/topics and you will select three of the four tables to rotate through. If you have another topic of interest, please email [salotaiba@smu.edu](mailto:salotaiba@smu.edu).

- a. Publishing
- b. Networking internationally
- c. Getting your career started (tenure track vs post docs)
- d. Finding balance (how to balance time, teaching, publishing)

On the last day of the conference (June 30<sup>th</sup>), doctoral students will join for lunch to debrief and to share a professional goal.

If you have questions or suggestions regarding the ***IARLD Doctoral Mentoring and Networking Event***, please contact Dr. Stephanie Al Otaiba at [salotaiba@mail.smu.edu](mailto:salotaiba@mail.smu.edu)

***IARLD Meet and Greet.*** The tours and doctoral program will be followed by a Meet and Greet reception at a local bar that will go from 5 to 7 on June 28. All conference attendees and guests are invited to get the conference off to a good start. NOTE: Participants will be responsible for the purchasing of their own beverages and/or food.

We look forward to seeing everyone in Austin!

Conference Co-Chairs:

**Diane Pedrotty Bryant, Brian R. Bryant, Judy K. Voress, Stephanie Al Otaiba**



The 40th IARLD Conference in Austin will continue the traditions and the ambience of the previous successful conferences of the Academy held in Boston, Padua, Taipei, Vancouver, and many other places. Similar to previous conferences, the symposia, interactive poster session, and roundtable discussions will serve as a forum for discussions of conceptual issues, exchange of ideas, and presentation of research results. The Annual Conference is an excellent opportunity for Academy members to meet, network, connect, collaborate, and celebrate what has been achieved.

**MARK YOUR CALENDARS!**

**40<sup>th</sup> Annual IARLD Conference**  
*June 28 - 30, 2016*  
*Austin, TX, USA*



**We look forward to seeing you!**



# IARLD OFFICERS 2014-2017

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